



UTILIZING VALUES EDUCATION APPROACHES IN PROMOTING SOCIETAL VALUES: A STRATEGY FOR SOCIAL TRANSFORMATION IN NIGERIA

David Babatunde, AKINOLA (Ph. D), Joshua Oyekale OYESIKUN (Ph. D) and Anita Ayuba BISHARA

Department of Educational Foundations, University of Abuja, p. M.b.117, Abuja, Nigeria

Abstract: *This paper posit that Value Education approaches are highly instrumental in promoting societal values. It establishes that social transformation could be adequately enhanced through effective utilization of values education. The paper explicitly explain the concepts of value, values education, societal values and social transformation. Aims and objectives of values education were categorically stated in the paper and emphasis was given to some values that are needed to be imbibed by Nigerian citizens to enhance social transformation. Finally, some factors that promote good societal values were discussed and it was affirmed that adequate inculcation of sound values could effectively promote social transformation in Nigeria.*

Keywords: Values Education, Approaches, Societal Values, Strategy, Social Transformation, Nigeria

Introduction

According to Savage, and Armstrong as cited in Nwarime (2018), “Values are those bedrock of beliefs that give direction to a person's life. They are convictions that are so deeply rooted that they guide people as they make decisions about how they spend their time, talents and money. Types of values range from aesthetic value, concerned with issues, relating to beauty and style, to moral values concerned with broad questions of right and wrong.

In the perception of Sunnal and Hass (2002:15) “Value consist of objects, behavior, ideas and institutions deemed important”. In the words of Onipe, (2002:2) “Values are the general guides to human behavior which grow and develop based on one's personal experiences. As individual lives, values evolve, mature and are modified overtime”.

Generally, values are the guiding principles of life. They are the sources of societal norms and ideologies. The basic ingredients of our thoughts are values.

In action health Inc. (2003: 127) the word 'value' is said to have several meanings. .another meaning involves a more personal measure of worth, such as how

important an ' individual considers certain things, beliefs, principles or ideas. People attach different worth to things based on their sense of values. When people attach great worth to something they are usually ready to publicly proclaim or stand up for it.

Values guide human behavior, give purpose and direction to our lives. Values help in decision making. Positive values such as equality, honesty, honor, respect, self-control, responsibility, social justice, dignity fair play, commitment are usually upheld in human society. According to Action health (2003). “Most values are derived from family, religious teachings, community, cultural traditions and their teaching, and experience”.

Conceptual Analysis

Value Education

Okam as cited in Oyesikun (2019) Value-Education can be viewed as all aspect of a process by which the teacher and other adults transmit, values to individuals or group in and outside the school environment. It is a process through which individuals learn or are taught the acceptable values that, the society cherishes and it is to be inculcated in order to produce good citizens in



the society.

Values education is seen as the active and purposeful internalization or inculcation of values through a socializing agent like the family or school (Okam, 2004). Bozimo, Gotep and Zawalchi cited in Mohammed (2017), upholds that value education is important for the intelligent consideration and solution to social issues because the way one feels about the problems has much to do with how one perceives and resolves it. They further said that value education is a deliberate effort through a curriculum package and process to imbibe in the learners desirable values for socio-civic living in the society. Values education helps to guide the development of young people into individuals of integrity who can face and tolerate the demand of continually changing society, individual who can cope with emerging problems creatively and emphatically, who can commit themselves to responsible group behaviour for socio- civic living in the community. The proper acquisition and development of enduring values as a result of values education using Social Studies to promote sanity in the political life of the society or nation could go a long way to promote social transformation.

Societal Values

Values can be described as standards, policies, rules or principles upheld by a group of people, races, individuals, families,, class of people or sect and societies likewise.

In other words, they are what people of a society believe in i.e. what they “hang their faith” upon. Every national has values that it would like to be made known or be identified with. For instance, some tribes are noted for stinginess, diplomacy, dirtiness, unfaithfulness, infidelity, hard work, filthiness, love, honesty, respect, disobedient, anger to a slight provocation, deep love for money/material things etc.

It is important to know that societal values are transmitted from family to the young ones through direct training by the father and mother. Several approaches and methods are being used by the parents to inculcate and make the children appreciate, understand and welcome these values.

At time, parents can give reward to a child who upholds the simple family values by presenting such obedient child with a gift while the one who disobeys or deviates the rule may be " punished e.g by not paying the school fees or giving pocket money as at when due.

Importance of Societal Values

The following are the reasons why values are important:

1. Ones value is his/her personality
2. Values help to protect our behavior, attitude and disposition to something.
3. Values help us to know more about our culture and customs
4. Values expose us to deep knowledge of what we may not know before through asking question on why certain things are done.
5. Values help us to discover ourselves early in life
6. Values help us to know more about other people's culture, religion and customs

Types of Societal Value

i. *Good Values:* These are values that promote good healthy living, improve human, personal and international relationship; it enhances peace, unity and progress among people of different nations. It motivates people to good works and stimulates others to follow suit. Examples of good values include: honesty, cooperation, cleanliness, love, togetherness, punctuality, obedience, respect, patriotism, hard work, orderliness, etc.

ii. *Bad value:* These are values that are detrimental to social rapid growth and development. They serve as a big threat to a peaceful co-existence among people of different background, race and colours. They serve as bad omen to human races. Examples of bad values include: lying, cheating, corruption, disorderliness, disrespect to elderly people disobedience, stealing, unfaithfulness, infidelity, insincerity, etc.

Social Transformation

Social transformation can simply be defined as the process by which an individual alters the socially



ascribed social status of their parent into a socially achieved status for themselves. It could also mean a large scale social change as in cultural reforms or transformations. It further implies a fundamental change in society which can be contrasted with social change. It is always viewed as gradual or incremental changes over a period of time.

World Atlas (2018) sees it as a process of change in institutionalized relationship, norms, values and hierarchies overtime. It is the manner in which society changes due to economic growth, science, technological innovations and war or political upheavals. Social transformation affects people's interaction and lifestyle.

Aims and Objectives of Values Education

The aims and objectives of value-education in Social Studies as stated by Okam (1998) are as follows:

- i. to propagate desirable general values among learners in schools
- ii. to give learners the opportunities to practice solving problems of crucial importance for their survival as individuals in the society
- iii. to prepare learners as responsible and effective citizens of their country
- iv. to foster and improve human relationship as a result of entrenched democratic values within the social fabric of any given society.
- v. to ensure that the learners' feeling and sensitivity are not subdued or drowned
- vi. to ensure that the learners' personal values are not relegated to the background
- vii. to make sure that we do not permanently scare the learner's sense of worth and adequacy
- viii. to enable the learners to make value-choice-freely regarding their daily life-situation for the society, e.g occupation, study habit, clothes, friend; food, subjects and the life.

The above aims and objectives are seen as ways of helping individuals learners in the development of thinking and exploration of feelings and value-clarification which are considered desirable and essential in a complex society like ours and to further help them to function effectively and actively in the

affairs of the society.

Values to be Imbided by Citizens to enhance societal transformation in Nigeria

The following characterize values expedient to be consciously acquired by Nigeria to make social transformation possible

1. *Justice*: This simply means to be fair to people, not to be judgemental or take side in an issue that affect two Persons or more. It also means absence of favouritism or sentiments when we are in the position to settle conflict for people. Ability to be neutral in decision making on matters that involve different people. With such value of fairness and justice societies world-over could be adequately transformed.
2. *Selflessness*: simply means to serve and lead people with passion, purpose and determination. To contribute positively to the growth and development of the society. Not to be selfish, greedy and power drunk. It means sacrificing our resources, time, money talent etc., to the advancement of our society. For instance, as a prefect, we must be ready to serve our co-students with passion and not to take undue advantages of being made a prefect to cheat them, deny them of their rights, torturing or humiliating them and oppressing them. Therefore, selflessness is a cogent attribute to be acquired by leaders and followers alike to promote societal transformation.
3. *Honesty*: it means to be transparent and open minded in our dealings and relationship with other people. We must be trustworthy and not be playing hanky-panky. As senior boy or senior girl, class captain or football team captain, our mates should have confidence and trust in our leadership. When they contribute money for a course of action, we must be accountable and we should do everything within our reach not to betray their trust.
4. *Integrity*: It means to mean what you say, say what you mean. Being a man of your words. Do not double speak. Do not make a statement or promise you will not be able to have the ability to fulfil. Do not make frivolous statements just to get applause of the audience. If our politicians for example could maintain good integrity by working towards all the promises



they made during campaign, our society will be transformed.

5. *Patriotism*: as a citizen of Nigeria, you must be patriotic by having a sincere love for your country, in such a way that when you have the opportunity to represent your school, community, church, mosque and even your nation, you must live up to expectation. Prepare-very well ahead of the competition so as to make your people to be proud of you when you come out with a distinction out of the competition. You must count your choice of representation as a rare privilege for many people have better skills and talents than you do but were not opportune to be pinked or selected.

6. *Punctuality*: Punctuality, people say is the source of business. There is nothing like 'African time.' Be timely and punctual to event you are invited early enough. Report to school at least twenty minutes before resumption time. Do not cultivate the habit of roaming about the street at the time of the assembly. Do not become a regular late comer. Be time conscious in all that you do because time is precious, time is

1. money and time is opportunity and everything. If this unique attribute replicated by many people, the society will be transformed.

7. *Orderliness*: This simply means sense of organization. When there is a queue or assembly of people, do not disorganize the proper arrangement. You must not be seeing jumping from one row to another row, class to another class. Let everything be decent and in order.

8. *Discipline*: This simply means self-control. You must be tolerant. Discipline must reflect in all that we do either in the school, mosque, church, society, public places etc. A disciplined person will be of good moral behaviour and attitude. He or she gives respect and honour to whom it is due. He/she also respect constituted authority. Discipline helps in developing self-control which is essential in transforming individuals who will further transform their society.

9. *Obedience*: To obey is to do what one is asked to do and not doing what one is not asked to do. And to be an obedient person, one must have a good listening attitude. This helps one to decode instructions very well

Most students fail their examination instructions, rules and regulations. As student, we must obey constituted authorities such as: prefects, teachers, principals, vice principals, examiners, invigilator, pastors, imams among others.

10. *Hard work*: To work hard is to have passion and develop interest in all that we are doing. As students, we must pay due attention to our studies. We must attend every class, do our assignments and homework, read our book even for pleasure i.e not only for the sake of passing our examination. We must be helping and supporting our parents at home. We must not be indolent nor lazy. We must put our zeal, enthusiasm and energy when we are asked to do one thing or the other. We must be ready to work relentlessly to contribute to the growth, development and transformation of the society.

Factors that Promote good societal values

The following factors serve as catalysts to the promotion and enhancement of good ethical values in any society;

Good leadership: When the leaders are sincere, straight forward, incorruptible and lead by example, the tendencies for the followers to possess good moral, and ethical values are high

ii. *Good parental background/upbringing*: A family that stays together and has a good relationship with the every members of the family creates a solid foundation for the promotion and enhancement of good moral values.

iii. *Associating with people of good characters*: it is a good habit when we choose the part of honour associating with people of integrity, who cannot comprise their good moral habits for material things.

Values' Inculcation Approaches

Superka, Christein and Judith in Mezieobi, Mezieobi, Mezieobi and Mezieobi (2017) posited five methods of values inculcation that could be used to promote social values for transformation. These are:

1. **Inculcation**: This method drives at inculcating commonly agreed or core societal values in the students, change perhaps undesirable students' values to the positive or guide students to accept and habituate



desirable values.

Among the 'teaching' methods that are very inevitable for values' inculcation are simulation and dramatization. The place of the role-playing technique in values-inculcation needs no over emphasis.

2. Moral Development: This method places premium on helping students to develop moral reasoning which has high pitched values. Students are made to discuss moral problems, issues, episodes or dilemma in small groups, make value loaded moral choice and be able to defend or justify their value choices and position. The process of teaching that quickly lends itself to best results here is the discussion method.

3. Analysis: This approach to values' inculcation places unbounded and unquantifiable emphasis on helping students to make rational choices and decisions on value issues and questions utilizing scientific investigative methods which will imbue them with reflective thinking or skills of analysis which are inevitable for making choices on value issues. The discussion method with its debate technique are recommended here with the proviso that the debate arouses rational thinking and the analytical abilities of the students.

4. Values' Clarification Approach: This approach lays emphasis on helping students to clarify their individual values and in fact those of the others. This entails students' rational examination of their individual values and their willingness to openly and honestly express their value position.

This approach utilizes the following 'teaching' methods: Presentation, dramatization, simulation and discussion methods. The techniques emphasized in these methods respectively are value-loaded storytelling, role-playing, value-loaded simulation games and activities and small group discussion or debate. Resource persons are also helpful.

5. Action Research Values Approach: This approach implores students to look at their values in relation to those of the other members of the community which they must of necessity interact with on continuous basis. Students are encouraged to engage

in positive values motored desirable social action. The discussion method is apt for effective utilization here.

In the classroom setting or in the school premises, whatever methods are used to inculcate positive values in the students or to help students' clarify their own values, should be complemented by the mounting or institutionalization of Social Studies motored Values' Development Social Clubs, Associations or Societies which should function as the school's internal ambassador of positive Values' Inculcation and development. The members - staff guides and students should epitomize all positive values connote in all their ramifications.

Recommendations

Social studies teachers are expected to teach the value-laden discipline emphasizing the requisite value of the society in the process of classroom instruction and learning dispensation.

Appropriate methods and requisite social studies techniques should be proficiently and professionally utilized to facilitate sound value acquisition that will equip the learner to transform his/her society.

Selection and utilization of relevant instructional resources should be adhered to in order to make teaching and learning germane in a way that will promote the culture of social transformation in Nigeria.

Various evaluation procedures should be employed by social studies teachers to ensure and ascertain the level of learners' adherence to useful values that could impact their lives to be social transformers.

REFERENCES

- Action Health Inc. (2003) *Comprehension Sexuality Education*. Lagos: Action Health Inc.
- Mezieobi: K.A Mezieobi, D.I Mezieobi, S.A and Mezieobi K.C (2017) *modern social studies Teaching methods and Techniques: A guide to the fundamentals*. Owerri: Acadapeak publish.
- Mohammed, K. (2017). Teachers' perception of values clarification strategies for students' learning and understanding of skills in Social Studies Education in Nigeria. Ph. D submitted to the Department of Arts and Social Science



Education, Faculty of Education, University of
Abuja, Nigeria

Nwarine, N.A (2018) Social Studies Concepts for
Nation Building. Garki: Mbawa
Communications Resource Limited.

Okam, C.C (1998) Teaching issues and problems in
social studies education in Nigeria. Jos: Dek
publications.

Okam C.C (2004) Readings in New development in
Nigeria Education, Issues and Insight (A
collection of curriculum paper) Jos: Dek
publications.

Onipe O.A (2002) The Impact of Social Studies

Curriculum on Value Clarification
Competence. Unpublished M.Ed dissertation,
Faculty of Education, Bayero University Kano.

Oyesikun J.O (2019) Nigeria Cultural Environment,
Values, Science and Technology, Minna:
Waxsalam Press.

Sunnal C.S, and Hass M.E, (2002) Social Studies for
the Elementary and Middle Grades: A
Constructivist Approach. Boston: Allyn and
Bacon Educational CO. Eaglewood Cliffs.

World Atlas (2018)
<https://www.worldatlas.com>article> Assessed
10 – 08 – 2019.